

# Pupil premium strategy statement – Salway Ash cE VA Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Leif Overment Headteacher
Pupil premium lead	Leif Overment Headteacher

Governor / Trustee lead	Jo Goodfellow Governor
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17380
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17380

# Part A: Pupil premium strategy plan

## Statement of intent

Salway Ash Primary School has high expectations of all pupils, irrespective of their background or the challenges they face. Our school values are compassion, hope, perseverance, joy and respect and these underpin all we do. We aim for all children to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Salway Ash's strategy plan for Pupil Premium pupils is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on:

- high-quality teaching
- targeted academic support
- wider strategies

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also part of wider school plans for education recovery, notably in its targeted support through interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attainment of PP children in early reading and phonics is below that of their non-disadvantaged peers.
2	Attainment of PP children in writing and maths across both key stages is below that of their non-PP peers
3	Attendance of disadvantaged children is below that of non-disadvantaged pupils (93.8% compared to 95.7%)
4	A high percentage of our disadvantaged pupils are either on the SEND register or have recently been taken off it. This brings with it multiple barriers to learning.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils in KS1 will pass the Phonics screening and develop reading skills.	Regular monitoring and ensuring all children make sufficient progress in phonics learning.  Phonics screening results shows all children have made good progress from their starting point.  PP children's attainment and progress in phonics is in line with peers.
Improved reading attainment among disadvantaged pupils.	Reading outcomes by end of strategy plan show that attainment of pupil premium pupils will be in line with non-pupil premium peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes by the end of the strategy plan will show that attainment of pupil premium pupils will be in line with non-pupil premium peers.
Improved writing attainment for pupil premium pupils at the end of KS2.	Writing outcomes by the end of the strategy plan will show that the attainment of pupil premium pupils is in line with non-pupil premium peers.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1702

Activity	Evidence that supports this approach	Challenge number(s) addressed
Update and extend our library for phonics programme and purchase additional resources to support teaching of phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4  £500
Purchase of standardised assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 4  £808.03
Quality first teaching for all pupils with continued focus on reading, writing and maths. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. Subject Leaders have time to monitor	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2, 4

effectiveness of this and provide challenge.		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	2, 4

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 9037.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4 £865.45
Targeted academic interventions led either by the teacher or teaching assistant	Providing targeted interventions using either the teacher to deliver the session or teaching assistant has clear benefits to academic attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 4  120 mins per week £6922

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6640.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual and small group wellbeing including, but not limited to:</p> <ul style="list-style-type: none"> <li>- ELSA (including supervision)</li> <li>- Lego play therapy</li> <li>- Nurture groups</li> <li>- Forest school</li> </ul> <p>Monitoring &amp; support by SENCO</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>(e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotion_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotion_Learning.pdf</a></p> <p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year; studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions; evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	<p>3</p> <p>7 hours per week. £18.22 per hour = £127.54 per week</p> <p>38 weeks = <b>£4846.52</b></p>
Support for families to improve attendance	<p>To monitor attendance and increase attendance for Pupil Premium pupils. Specifically target those pupils whose attendance is below 95% for support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	3, 4
50% reduction in the cost of school trips, contributions to school uniform and extra-curricular clubs	<p>Children should have a sense of belonging and be included in all aspects of school life.</p> <p>Outcomes for children who are able to take part in extracurricular clubs and activities including the 'arts' are improved (EEF report on Arts participation). Can also support children to re-engage in their</p>	<p>3</p> <p>550 uniform £300 clubs/trips <b>£850</b></p>

	learning and improve well-being, feel valued and play an active part in school life.	
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**Total budgeted cost: £ 17380**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*School-led tutoring has been used to support pupils in Y6, including all disadvantaged pupils with reading comprehension skills and maths. The average scaled score for those receiving tutoring for reading improved from 92 to 93. For those receiving support in maths, it improved from 87 to 96.5.*

*Phonics – Over the course of the last strategy plan, all KS1 pupils passed the Y1 PSC by Year 2. However, often disadvantaged pupils do not pass whilst in Y1.*

#### KS2 SATS – Disadvantaged pupils

<i>Reading</i>	<i>Average scaled score 90</i>
<i>Writing</i>	<i>1/3 EXS</i>
<i>Maths</i>	<i>Average scaled score 94</i> <i>1/3 EXS</i>
<i>Grammar, punctuation &amp; spelling</i>	<i>Average scaled score 93</i>

	Pupils eligible for PP (3)	Pupils not eligible for PP (14)
% achieving EXS Maths	33% (1/3)	71% (10/14)
% achieving EXS Reading	0% (0/3)	71% (10/14)
% achieving EXS Writing	33% (1/3)	71% (10/14)
% achieving EXS GPS	0% (0/3)	79% (11/14)

Attendance of disadvantaged pupils over the course of 23/24 improved from 95% Autumn term to 95.6% in the Summer term. This was above the FFT national average for FSM6 pupils of 91.8%.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*